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ABSTRACT

This publication presents a process for developing a teaching perspective that embraces the centrality of culture in school learning. The six-part process presented in the book involves objectifying culture, personalizing culture, inquiring about students' cultures and communities, applying knowledge about culture to teaching, formulating theory linking culture and school learning, and transforming professional practice to better meet the needs of students from different cultural and experiential backgrounds. All aspects of the process are interrelated and interdependent. Designed for preservice teachers, the volume is organized to facilitate its use as a textbook. Focus questions at the beginning of each of the eight chapters assist the reader in identifying complex issues to be examined. The discussion in the chapter is not intended to provide complete and final answers to the questions posted, but rather to generate discussion, critical thinking, and further investigation. The chapter summary provides a quick review of the main topics presented. Suggested learning experiences have been selected for their value in expanding preservice teachers' understanding of the specific questions and issues raised in the chapter. Each chapter also includes a list of critical readings. Individual chapters focus on: (1) the centrality of culture in school learning; (2) the deep meaning of culture; (3) personalizing cultural diversity; (4) learning about diverse populations of students; (5) reframing the curriculum; (6) redesigning instruction; (7) formulating a theory of cultural mediation in instruction; and (8) transforming professional practice. (Contains 190 references.) (ND)

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